

ITERS-3 (Page 17) Item #1 Indoor Space, 3.2

If the classroom has windows with dark shades or blinds on all windows that are closed throughout the observation, credit is not given since children do not experience natural light.

ITERS-3 (Page 19) Item #2 Furnishing for care, play and learning, 5.1, 7.1

For indicator 5.1, if no adult seating of any kind, is present or observed being used, and this causes problems, such as staff feeding a baby while sitting on the floor and hands become contaminated, score No. For 7.1, adult furnishings that adequately allow staff to sit comfortably while working with children are required to be used at some point in the observation.

ITERS-3 (Page 19) Item #2 Furnishing for care, play and learning, 5.2

One example for play and one for routines must be observed being used.

ITERS-3 (Page 19) Item #2 Furnishings for care, play, and learning 1.1, 3.1, 5.1

When a diapering table is not used, an alternative diapering surface is considered adequate if the surface is nonporous and can be cleaned and sanitized. In addition, the surface must be **long and wide enough** to accommodate the child's whole body, from head to foot. The diapering surface must minimize the chance of contamination of surrounding surfaces. A diapering surface is acceptable only if the diapering can be completed without contamination of surrounding areas.

ITERS-3 (Page 19) Item #2 Furnishings for care, play, and learning 1.1, 3.1, 5.1 (continued.)

If a smaller diapering table or other diapering surface is used, but it is not long and/or wide enough to accommodate the child's whole body, give credit for 3.1 but not 5.1

ITERS-3 (Page 21) Item #3 Room arrangement, 3.2

The examples listed in this indicator are not requirements. The different types of spaces required should be based on the ages of the children observed and the types of activities they can do. For example, a class of very young infants would not require a messy play area, while a class of toddlers might have one, although it would not be required.

ITERS-3 (Page 25) Item #5 Meals/snacks, 3.5- To score No, an extremely negative interaction, or many mildly negative interactions, must be observed.

ITERS-3 (Page 35) Item #10 Encouraging Vocabulary Development, 3.2

In addition to the examples, the definition of "usually appropriate" includes that the talk is generally positive or neutral, and carries no negative social message.

ITERS-3 (Page 25) Item #5 Meals/snacks, 7.5 Disinfectants Per the Colorado Health Department: Disinfectants are to be used on surfaces that are commonly contaminated with high hazard body fluids, such as but not limited to toilet seats, toilet seat inserts, diaper changing areas and tables, diaper pails and surfaces that have been in contact with high hazard body fluids. Since it would be difficult to determine if a toilet seat has been contaminated for children wearing pull-ups or diapers, toilet seats should be disinfected in-between uses for such situations.

ITERS-3 (Page 25) Item #5 Meals/snacks, 7.5 The math talk used during feeding times should allow children to gradually learn the meanings of the math words used. For example, if counting, this should be tied to pointing to or moving objects such as crackers or cereal pieces. Just asking if a child wants "more" is not considered unless it is clear to the child what the word means in terms of quantity. If comparisons, such as "big" and "little" are used, the comparison should be clearly pointed out to the child.

ITERS-3 (Page 27) Item #6 Diapering/toileting, 3.2, 5.2, 7.2 For all 3 indicators, all children need to be able to use the toilet or have diapers/pull-ups checked or changed at least once during the 3 hour observation. The difference between the indicators is the extent to which individual needs are met. Therefore, in 3.2, all children's needs are met as a group, with very little individualization.

ITERS-3 (Page 27) Item #6 Diapering/toileting, 3.2, 5.2, 7.2. (continued) For example, a child may be wet for a long period until all children are changed. 5.2 requires more individual attention, meaning that a group schedule might be used, but children in need of diapering/toileting attention are taken care of also. For 7.2, individual schedules are used for all children, and there is no "assembly line" treatment of the children

ITERS-3 (Page 27) Item #6 Diapering/toileting, 3.4 To score No, an extremely negative interaction, or many mildly negative interactions must be observed.

ITERS-3 (Page 29) Item #7 Health Practices, 1.4 To score Yes, the observed environmental risk must present an extreme hazard to the children and be likely to cause a major health risk. For example if many cigarette butts are observed within easy reach and supervision is lax, or obvious animal excrement is widespread in actively used play spaces, score Yes. However, if any environmental problems do not create a high risk, and supervision decreases the risk, score No.

ITERS-3 (Page 31) Item #8 Safety Practices, 5.4 When few safety problems are observed, that staff need to explain to a child, only one example is required to meet the requirement for "usually." However, if there are many issues observed, explaining the danger to the child must be a regular practice, even though there can be some lapses observed for minor issues.

ITERS-3 (Page 33) Item #9 Talking with Children, 5.2 To give credit, most observed informal talk with children should be social or to help children gain information, and not used mainly to manage their behavior.

ITERS-3 (page 33) Item #9 Talking with children, 5.2- "Most" means the vast majority of talking done with the children during the observation.

ITERS-3 (Page 35) Item #10 Encouraging Vocabulary Development, 5.3

The talk about past or future experiences must relate to what children are able to understand. In the case of infants, it might be very simple, such as saying “Your daddy told me that your grandma gave you this new sweater,” or “Your mommy brought you in this morning and you were asleep.”

ITERS-3 (Page 35) Item #10 Encouraging Vocabulary Development, 5.3

(Continued) Toddlers who have more memory of time and anticipate upcoming events might respond to an idea such as “Mommy said you got new shoes at the mall this weekend” or “Remember we played in sand this morning.” Simply telling a child what is coming next in the schedule does not meet the requirement.

ITERS-3 (Page 37) Item #11 Responding to Children’s Communication, 3.3

The intent here is that the staff remain calm and positive with children, throughout the observation, even during more tense or hectic times. Even if some short more stressful periods are observed, with children crying and their needs not being immediately met, credit can still be given, if staff continue to respond positively to the children and attempt to provide comfort during these stressful times. However, there should be few if any long periods of heightened stress during the observation to score Yes.

ITERS-3 (Page 45) Item #15 Fine Motor 1.2

Score “Yes” if children do not use accessible materials and staff do not encourage use.

ITERS-3 (Page 55) Item #20 Nature/science, 3.2

Play with water or natural sand counts as an opportunity for children to experience the natural world or natural objects. Blowing bubbles with children, counts as a science experience; however, it is not counted as an experience with the natural world or natural objects and does not meet the requirement of this indicator.

ITERS-3 (Page 59) Item #22 Appropriate use of Technology, 7.2 The 2nd example for this indicator, “photos on tablet or cell phone showing children’s everyday experiences,” should not be considered here, as long as they are not animated or accompanied by sound. If staff only use devices to show children still pictures, do not count as use of technology for this item.

ITERS-3 (Page 63) Item #24 Gross Motor, 3.4, 7.2 If infants do not use an outdoor space, score based on any indoor space used for gross motor, even if just in the classroom.

ITERS-3 (Page 45) Item #15 Fine Motor 3.3

Change the example, “stack table blocks for children” to “stack nested cups for children.” Table blocks are considered in scoring Item 18, Blocks, and therefore are not considered in scoring Fine motor.

ITERS-3 (Page 47) Item #16 Art, 1.1

Score “Yes” if children 18 months and older are not observed using accessible materials and staff do not encourage use.

ITERS-3 (Page 47) Item #16 Art, 7.2

To give credit, staff must be observed both talking about how to use of the material AND showing how to use it. The semicolons in the examples are typos and should be replaced with the word “and.” For example, the staff member explains that playdough is not to eat AND then shows a child how to pat it or roll it into a ball, talking about what she is doing.

ITERS-3 (Page 51) Item #18 Blocks, 7.2

The time requirement of “accessible” is not required to give credit. Large hollow blocks may be accessible for a more limited amount of time, for example outside or in an indoor gross motor space, and be given credit, as long as the amount of time allows for a satisfying experience for the children.

ITERS-3 (Page 53) Item #19 Dramatic Play, 3.1

To give credit, at least 2 appropriate dolls and 2 appropriate soft animals must be accessible.

ITERS-3 (Page 53) Item #19 Dramatic Play, 7.2

To give credit, the materials must be observed to be accessible to the children during the 3-hour observation.

ITERS-3 (Page 55) Item #20 Nature/science, 1.3

If the only observed nature/science staff involvement is negative, such as stepping on a cockroach indoors, killing a mosquito, or telling a child about her fear of snakes, then score this indicator Yes. However, if there are also positive instances observed, such as showing interest in plants, animals or the weather, and these outnumber the negative, score No.

ITERS-3 (Page 63) Item #24 Gross Motor, 1.2 To score No, some equipment or materials must be accessible during the observation.

ITERS-3 (Page 63) Item #24 Gross Motor, 3.3 “Extremely dangerous” equipment carries a very serious risk of extreme danger to the children. Accidents are likely to happen and when they do, injuries require medical care. The danger represented in equipment is related to the equipment itself and the abilities of the children who use it. The document, “Playground Information to Use with the Environment Rating Scales” lists equipment that is not appropriate for use by any age group as well as for preschoolers and children under 3 years old.

ITERS-3 (Page 63) Item #24 Gross Motor, 3.3 (Continued) Everything on those lists is considered “extremely dangerous.” In addition, when considering equipment listed by age group that is considered age-appropriate, the danger increases as the equipment in question gets further from the ranges for the age group. For example, for infants and toddlers, climbing equipment should not be more than 32 inches high.

ITERS-3 (Page 63) Item #24 Gross Motor, 3.3 (Continued) It will not be considered extremely dangerous if it is a few inches higher, but becomes more so as the height increases. Equipment appropriate for preschoolers of 60 inches high would likely be extremely dangerous for toddlers, but other issues should be considered in making a judgement about whether the equipment is a major hazard or an extreme hazard, such as the likelihood of falling, the adequacy of protective cushioning under and around it, and the relative consequences of falling.

ITERS-3 (Page 81) Item #33 Group Play Activities, 1.1, 5.1 Score 1.1 Yes only when there are extreme problems observed with the way in which group times are carried out, so that all children are required to join the group even when they do not want to and many cannot become or remain engaged throughout the activity but must remain in the group.

ITERS-3 (Page 81) Item #33 Group Play Activities, 1.1, 5.1 (continued) Indicator 5.1 is scored Yes when each child is encouraged or invited to the group time, but never forced to come, and once there, he or she is allowed to leave with no negative message from staff when not interested and enjoying the group time.

ITERS-3 (Page 61) Item #23 Promoting Acceptance of Diversity, 5.2 For the category of ages, old people or seniors should be evident, since their depictions are often underrepresented in children’s programs.

ITERS-3 (Page 71) Item #28 Staff-Child Interaction, 1.3 Indicator 1.3 means that the “generally ignored” children get little, if any, attention of any kind during the observation, in routines, transitions and play. They might have bottles propped for feeding, or not be fed at all while others are. They might be isolated, for example, left in cribs or playpens while others get more attention or play opportunities. This treatment would be the usual practice for one or more children to score this indicator Yes.

ITERS-3 (Page 73) Item #29 Providing Physical Warmth/touch, 1.3 The discouragement of physical contact among children must be the consistent practice, observed frequently throughout the observation to score this indicator “Yes.”

ITERS-3 (Page 73) Item #29 Providing Physical Warmth/touch, 3.3 Within the infant/toddler age group, a certain amount of what appears to be negative physical contact is expected as children learn to control their actions and to understand appropriate touch. Children may be observed pushing, hitting or biting others as they work out their social interactions, not really understanding the effects of their actions.

ITERS-3 (Page 73) Item #29 Providing Physical Warmth/touch, 3.3 (continued) However, to ensure that children can feel safe in their environment, score Yes only if staff actively minimize this behavior by supervising closely and intervening as quickly as possible. If many examples of negative physical contact are observed throughout the observation, score No

ITERS-3 (Page 75) Item #30 Guiding Children’s Behavior, 3.3 Usually means that staff maintain the control required to keep children from hurting themselves, one another or being destructive most of the time, with only a few exceptions during the observation. If there are constant minor problem behaviors, such as pushing, hitting, taking toys, not listening to staff, or running in the room, in which children do not become particularly upset or hurt, or a few major problems that are not stopped, caused by one or more children, score this indicator No.

ITERS-3 (Page 79) Item #32 Free Play 5.3 The intent of this indicator is that the play materials are picked up and reorganized as needed so that children can engage in productive play. Staff should be observed picking up clutter at least once during free play, and more often, if needed, so that children can easily move around the play space and find the materials they need to properly engage in productive play.